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ABSTRACT

The first of 11 documents on the Hawaii Integration Project (HIP) of severely disabled students presents information on ways to tailor social studies lessons for lower elementary nonhandicapped students (K-3). The curriculum stresses similarities among students and the importance of students learning from each other. Unit I explores similarities and differences among peers and disabled and nondisabled children. Unit II offers opportunities to practice problem solving skills, with lessons on using prostheses as tools and exploring mobility alternatives. The final unit focuses on communication and incorporates lessons on pantomime, sign language, and communication with nonverbal persons. Appended material includes information on etiquette with people who have disabilities and suggestions for integrated recreational activities for disabled and nondisabled peers. (CL)

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HAWAII INTEGRATION PROJECT



THE SMALLEST MINORITY

Adapted Regular Education Social Studies
Curricula for Understanding and Integrating
Severely Disabled Students

Lower Elementary Grades: Understanding Self and Others

THE SMALLEST MINORITY: ADAPTED REGULAR EDUCATION SOCIAL STUDIES
CURRICULA FOR UNDERSTANDING AND INTEGRATING SEVERELY DISABLED STUDENTS

Lower Elementary Grades: Understanding Self and Others

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Hawaii Integration Project
Department of Special Education
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INTRODUCTION

The Hawaii Integration Project (HIP) has been funded by the Office of Special Education, Department of Education, as a model demonstration project to develop curriculum components, activities, and materials which promote the integration of children and youth with severe handicaps into school and community settings. Of all the people who have handicaps, those with severe handicaps comprise the smallest minority. Until recent years children with severe handicaps were isolated from the rest of society in their homes or institutions. However, advancements in educational technology and methodology and in state and federal legislation have led to educational programs and facilities in the public schools for children and youth with severe handicaps. Public Law 94-142, guaranteeing a free and appropriate education in the least restrictive setting for all handicapped children, has been especially helpful in moving the public schools to meet the educational needs of these students.

Students who are severely handicapped require intensive and specialized education programs which typically utilize a variety of adaptive equipment and materials. While these students spend a portion of their day on special programs, educators have also learned that students who are severely disabled need integrated experiences with students in regular education classes. Such interactions are an essential component of programs for severely disabled students considering that the overall goal is to assist these students to be as independently functioning members of society as possible.

Even when severely handicapped students are being educated on public school campuses, however, it does not necessarily mean that

they have consistent interactions, or any interactions, with students of the same age in regular education classes. Regular education students, on the other hand, interact with classmates or children at their grade level almost to the exclusion of older or younger students or students in special education classes. Ironically, public schools have a long-term general goal of preparing individuals--students in regular and special education--to live and work in their community which is comprised of a wide range of individuals with varying ages, interests, skills, abilities and vocations. Yet learning experiences which take advantage of the diverse members of the school community are not emphasized. It is the belief of the Hawaii Integration Project staff that the benefits are unending when students have the opportunity to interact with and learn from all students, as well as faculty and staff, in the school environment.

In order to put this belief into concrete and specific programs, the HIP staff first explored the on-going programs for students in Hawaii's public schools. Programs which could be adapted to promote social interactions between handicapped and non-handicapped students were identified. The social studies curricula for regular education students were found to be especially compatible because these programs emphasized having students learn about themselves and others as well as encompassing the following Hawaii Department of Education's Foundation Program Objectives:

1. "develop a continually growing philosophy such that the student is responsible to self as well as to others";
2. "develop a positive self-concept";

3. "develop decision-making and problem-solving skills"; and
4. "develop basic skills for learning and effective communication with others."

The HIP staff then developed THE SMALLEST MINORITY: ADAPTED REGULAR EDUCATION SOCIAL STUDIES CURRICULA FOR UNDERSTANDING AND INTEGRATING SEVERELY DISABLED STUDENTS based on these objectives and tailored to social studies lessons presently being taught. These curricula for lower elementary, upper elementary, and secondary grades focus on the student learning about him/herself and, at the same time, learning about other individuals in the school--particularly students who are severely handicapped. The curricula does not teach students about types of handicaps or their causes and symptoms. Rather, students learn that students who are severely handicapped are students like themselves, with similar needs and feelings. The difference is that students with severe handicaps may have to use adaptive equipment or specialized materials to reach their educational goals. The curricula also emphasize that students learn best when they learn from and with other students in their school environment and not just from lectures, books, movies and the like. Being with a student who may think very slowly allows the learner to know the person rather than the disability. When students learn sign language, they are also encouraged to learn the signs used by students in their school.

The word "handicapped" has been used repeatedly in this introduction for the purpose of differentiating between two groups of students who do not have a record of interacting with one another. The word "handicapped" was also used because the Department of Education in Hawaii

uses this label when referring to individuals who need special education services. The HIP staff feels strongly that labels such as "handicapped" serve no positive purpose beyond completing the paperwork required by state guidelines on IEP's and other official reports. Documentation of the negative effects of labels on students is extensive. Therefore, we suggest that students are referred to as students whether they are in regular or special education classes. If there is a need to talk about a student who does not use speech or sign language to communicate, we suggest you refer to the student as a person first and the fact that s/he cannot communicate with speech or sign language second, eg., "the student (preferably his/her name) is nonverbal or doesn't talk." If there is a reason to use the word "handicap," we suggest you use "disability" instead. The following definitions of "disability" and "handicap" are offered:

1. A disability is an emotional, intellectual, or physical limitation. A person whose legs are paralyzed has a physical disability. A person who cannot speak or hear has a disability.
2. A handicap is an obstacle in the environment that makes it difficult or impossible for a person to participate in an activity. For example, if a person wants to get a book off the top shelf, but the shelf is too high to reach and there's no stool available, then s/he is handicapped in that situation. A person who uses a wheelchair and cannot enter a movie theater because a flight of stairs leads to the entrance and there is no elevator, is handicapped in that situation. Viewed from this perspective, haven't we all found ourselves in a handicapping situation?

3. Persons with disabilities are not necessarily handicapped. A person who does not have arms is disabled, but if s/he can be fitted with artificial limbs or learn to use other body parts as substitutes for the lost limbs, then that person is not handicapped.

These subtle but important distinctions in semantics may confuse very young children, and therefore we do not insist that teachers in the lower elementary grades correct their students when they use these labels or give long definitions for these words. We do hope, however, that you, as the teacher and model for your students, be aware of how you use these labels. Words are mighty; they reveal a person's attitudes and shape not only his/her actions, but also of those nearby.

The lower elementary curriculum for grades kindergarten through third grade is subtitled Understanding Self and Others. Unit I explores the similarities and differences among students. First, students observe for themselves the similarities and differences in their peers, and then they turn their attention to pictures of students with disabilities. After these two lessons and some additional preparation, students should be ready to interact with students who are severely disabled. Subsequent lessons also encourage integrated activities, so if there is any initial uneasiness experienced by either the students in regular education or special education classes, it will have time to wear off.

Unit II gives the students opportunities to practice their problem-solving skills. In these two lessons, they are given problems that are commonly faced by themselves and/or students with disabilities in the school environment. As in the first unit, the emphasis is placed on the

similarities rather than the differences between these two groups of students, with the end result being creative solutions to common school problems.

Unit III focuses on communication, how people can and do communicate without talking or with sign language. These lessons are designed to improve the quality of the interactions between students who speak and those who do not speak or use sign language. Again, integrated activities are suggested to enhance and expand the learning experience.

For their help in field-testing and critiquing this curriculum, we would like to thank the following faculty members of Kainalu Elementary School: Martha Cairl, first grade; Aileen Murumatsu, first grade; and Margaret Wailehua, first and second grades.

UNIT I: SIMILARITIES AND DIFFERENCES AMONG STUDENTS

Lesson 1: Observing Similarities and Differences in Peers

Goals for Students

- A. To practice making observations by listing the characteristics of their classmates and the activities they do.
- B. To become aware of the difference between an observation and an assumption by so labeling the statements they have made.

Definitions:*

Assumption - The supposition that something is true; a fact or statement taken for granted.

Observation - An act of recognizing and noting a fact or occurrence often involving measurement with instruments.

Materials Needed:

Blackboard or chart paper

Chalk or marking pens (various colors)

Procedures:

A. Introducing the Activities

1. Explain to the students that they will be looking at and describing their classmates and what they are doing today.
2. Ask for two volunteers to come to the front of the room.

B. Making Observations about Characteristics

1. On the blackboard or chart paper, draw the chart below:

Same	Different

* Unless otherwise indicated, all definitions in this curriculum are from Webster's Seventh New Collegiate Dictionary, G. & C. Merriam Co., 1976.

2. Direct the class to look at the two volunteers and to describe how the two students look the same and how they look different. Without comment, list every characteristic that is named. The two lists might include characteristics about the students' physical appearances, school performances, relationships with their peers, etc. Examples: both have arms, both are nice, both wearing pants; different colored shirts, 1 boy and 1 girl, one smarter than the other.
3. Direct the students' attention to the "different" list, and ask them to name the characteristics which might change from day to day, such as the color of clothes, the length of hair, etc. (If the students are unable to read the characteristics, read them aloud for the students.) As the students name these variable characteristics, cross them off the list.
4. Discuss whether the remaining consistent characteristics are observations or assumptions. (Because young children tend to focus on the concrete and the observable, they may not list assumptions. If this is the case, pick an observation they have listed and explain what assumptions can be derived from that observation.) Possible questions: Can we see that John is taller than David? Can someone measure them and tell us how much taller John is? Because John is taller, do you think that he can run faster than David can? Do we know for sure John is faster than David, or are we just guessing that is so?

C. Making Observations about Activities

1. Explain to the students that some of them will now observe what their classmates do during free time.
2. Pair the students and assign one partner to the observer.
 - a. Tell the students being observed that they will have free time to do whatever they normally do during indoor free time and that they may either play by themselves or in groups.
 - b. Tell the students observing their peers that they are to observe what their partners do during this time and either write down these activities or remember them. (If the students cannot write, write these activities and actions down for them or go on to #3 and list all the activities and actions as they occur.)
3. After a sufficient amount of time has passed, write down all the observations on the blackboard or chart paper. Each observer should be giving the opportunity to share. Slash marks can indicate duplicate activities, e.g., playing Lego///.

4. Ask the class to point to some of the observations on the list (or read a statement from the list and ask the class whether that is something that was seen or observed). Then ask the class to point to some of the assumptions, if there are any, (or read and ask if that is something that the observer guessed was true or assumed).
5. Review the difference between an observation and an assumption. Encourage the students to give examples. Example: the observer states that she watched her partner play with a ball and that he liked it. The observation is that he played with a ball; the assumption is that he liked it.
6. If there is time, reverse the roles so that the observers become the observees and vice-versa.

Additional Activities:

Have the students observe the different activities that occur on the playground during recess, at home during dinner time, etc. and discuss this information in class the next day. You may or may not want to ask them to also make some assumptions based on their observations.

References and Resources:

From Foundation Program: Career Education and Guidance, Department of Education:

Lesson 1 - It's OK to be Different (Kindergarten)

The students make representations of themselves and discuss ways people are alike and different.

Lesson 13 - I'm Different From You (First Grade)

The students make representations of themselves and discuss some of the ways people are alike and different.

Lesson 25 - We Are Different in Many Ways (Second Grade)

The students make representations of themselves and discuss ways people are alike and different.

From Barnes, Berrigan and Biklen, What's the Difference? Teaching Positive Attitudes Toward People with Disabilities, Syracuse, N.Y., Human Policy Press, 1978:

Lesson 1 - Finger Printing, Handprinting, Footprinting

The students make prints of fingers, hands and/or feet and compare them.

UNIT 1: SIMILARITIES AND DIFFERENCES AMONG STUDENTS

Lesson 2: Observing Similarities and Differences in Disabled and Non-Disabled Children

Goals for Students:

- A. To continue to practice making observations by listing the observable characteristics of disabled and non-disabled children.
- B. To become more aware of the similarities between themselves and disabled children by stating how they are similar.

Materials Needed:

4 pictures of disabled and non-disabled children (Appendix A)
Paper and pencils
Blackboard and chalk

Procedures:

A. Preparing for the Activity

1. Re-read the introduction to this curriculum which states our attitude towards the words like "handicap" and "disabled." We suggest that you try to avoid using such labels, especially "handicapped," and provide a model for students to use descriptive terms rather than labels. It is not necessary, however, to correct students if they use these labels, but encourage them to describe what they see and the differences they see. Example: one child is standing strapped to a board, while the other child is standing by her/himself, rather than one child is handicapped and one is not.
2. Duplicate enough sets of the four pictures so that the class can be divided into small groups (4-5 students in each group) with a set of pictures for each group.

B. Introducing the Activity

1. Review the previous lesson with the class, emphasizing the difference between an observation and an assumption.
2. Explain that the class will now make some observations about children in some pictures.

3. Divide the class into small groups, with 4-5 students in each group, and have each group elect a recorder. If it is too difficult to divide the class into small groups and/or if it is too difficult for the students to write down their observations, this activity could be conducted orally with the entire class, or sections of the entire class. You would then write the students' answers on the blackboard.

C. Observing Similarities and Differences

1. Ask each group's recorder to make the following chart for his/her group:

Same	Different

2. Direct the groups to look at picture #1 and ask to list how the two boys look the same and how they look different. Ask each group to share one similarity and one difference with the rest of the class.
3. Have the groups look at the other three pictures and determine some similarities and differences between and among the children in the pictures. Have the recorder write the similarities and differences on the group's chart, with a note about the which picture is being examined. You should be able to give help, but allow the groups to be as independent as possible.
4. When all the groups are finished with their lists, have each group read the similarities and differences it has listed for each picture. The teacher and the rest of the class should note whether there are any (1) variable characteristics or (2) assumptions, and ask that particular group to cross these off its list.
5. Write the remaining stable, observable characteristics on the blackboard, and discuss the similarities and differences between the disabled and non-disabled children in the pictures. Possible questions: Which parts of the body do people usually use to play basketball or swim? If a person cannot use his legs, would he still be able to play basketball or swim?

6. Have the students hold their pencils with body parts other than their dominant hands and ask them to write on their papers. Discuss whether it is possible to write with pencils in their teeth, between their toes, etc.
7. Then ask each student to complete a sentence that begins, "I'm the same as someone who can't (name of some specific disability) because..."

D. Meeting Children with Special Needs

1. Explain to the class that there are children in the school or community who use wheelchairs or crutches, who do things differently or more slowly than people usually do.
2. Ask the class to suggest ways to find out what these special children do. Write all their suggestions on the blackboard. The suggestions may include visiting a special education class, or viewing a film or reading a book if such a class visit is not possible.
3. Make arrangements to have the class observe special education students.

E. Discussing Activities of Special Education Students

1. Ask the class to list the activities engaged in by the children they have observed and write the activities mentioned on the blackboard.
2. Ask the class whether or not they also do each activity listed, and mark those that they do.
3. Explain to the class that there are many similar activities that both disabled and non-disabled children can do.

References and Resources:

From Barnes, Berrigan and Biklen, What's the Difference? Teaching Positive Attitudes Toward People with Disabilities, Syracuse, N. Y.: Human Policy Press, 1978:

Introduction

The students take a Disabilities Quiz and discuss their attitudes and conceptions about people with disabilities. *

Lesson 15 - I'm the Same

The students write a sentence that begins "I'm the same as someone who (can't see, can't talk, etc.) because...."

UNIT 1: SIMILARITIES AND DIFFERENCES AMONG STUDENTS

Lesson 3: Participating in Integrated Activities

Goals for Students:

- A. To understand more fully the range of individual differences by interacting with students from a special education class.
- B. To develop positive attitudes towards persons with severe disabilities by playing in mutually enjoyable activities.

Materials Needed:

Dependent upon activity(ies) selected

Procedures:

A. Preparing for the Activity

1. In order to select integrated activities that would be appropriate for and interesting to your regular education students as well as to students in a special education class, notice the kinds of activities your students engage in and enjoy. Then confer with the special education teacher about the activities his/her students engage in and enjoy. For possible activities, see Appendix C, Recreational Activities: Integrated Activities for Disabled and Non-Disabled Students. Besides the recreational activities listed in this guide, other more academic activities, such as viewing a movie or television program, listening to a story in the library, etc., may also be appropriate for both classes.
2. With the special education teacher, schedule a time, place, groupings, etc. that would be convenient for both classes.
3. Before the interactions occur, remind the students about the similarities between disabled and non-disabled children which they previously discussed. Refrain from creating any stereotypes about how children with severe disabilities are supposed to look and act, but to make your students a little more comfortable about meeting new people, you may want to discuss some of the appropriate behaviors listed in Appendix B, Etiquette with People (with disabilities).

B. Interacting with Special Education Students

The procedures are dependent upon the activity(ies) selected and the students involved. Because some regular education students may be reluctant and/or shy about playing with special education students, the two teachers may have to structure and supervise the activities more closely than they usually would, especially if this is the first time the two groups are playing together.

C. Reacting to the Interactions

Have the class discuss what they saw and felt about their interactions with the special education students. Possible questions: Did you enjoy yourself? How was it similar to playing with your best friend? What did the special education students do that was different?

Additional Activities:

If time permits, have your students meet and play with special education students on a regular basis. As the two groups of students become familiar and comfortable with each other, the social interactions will most likely improve. These meetings would also allow the regular education students to practice the communication and social skills discussed in the next unit.

UNIT II: PROBLEM-SOLVING SKILLS AND ALTERNATIVE METHODS

Lesson 1: Using Prostheses as Tools

Goals for Students:

- A. To become aware that there are many alternatives in solving problems by listing multiple solutions to problems.
- B. To understand that all people use tools to obtain what they want by naming tools used in daily life.
- C. To view prosthetic devices as tools similar to the ones they use by stating reasons for using prosthetic devices.

Definition:

Prosthesis - an artificial device to replace a missing part of the body. In special education, however, prosthetic devices can include any equipment that allows a person to adapt to the environment more effectively; therefore the equipment does not necessarily have to be part of the body.

Materials Needed:

Blackboard and chalk

Picture of person reaching for apples (Appendix A)

Examples of prosthetic devices (wheelchair, prone stander, hearing aid, etc.)

Procedures:

A. Preparing for Activities

1. Duplicate enough copies of the picture so that all students can see it clearly, or draw the picture on the blackboard.
2. Make arrangements with the special education teacher for him/her to show some prosthetic devices to your class. If this is not possible, obtain pictures of them, preferably with children using them.

B. Solving Problems

1. Ask the students how the person in the picture could reach

the apples in the tree, and write their answers on the blackboard. As you write them, group the answers into two categories: (1) methods dependent upon "human" effort, such as jumping, climbing, etc., and (2) methods dependent upon use of tools, such as apple picker, ladder, etc.

2. Focus on the tool category (if such tools are not mentioned by the students, then ask the students to think about possible tools to reach the apples), and emphasize that: (1) without a tool, the person may not be able to eat apples, and (2) people often use tools to get what they want or need.
3. Have the students name and talk about the tools they use in their daily lives. Possible questions: What tools could help you go from home to school? from Kailua to Honolulu, Hilo to Kona, etc.? What tools could help you go from Oahu to Maui or the mainland? from earth to the moon? Are there any places people couldn't go if they didn't use tools to help them?

C. Examining Tools Used by People with Disabilities

1. Define the term "prosthesis" for the class as tools or equipment people with disabilities use to help them do what they wouldn't be able to do by themselves.
2. Ask the students to name some prostheses they have seen disabled children and adults use, and explain why these people have to use prostheses. Examples: wheelchair because person can't walk, doesn't have legs; hearing aid because person can't hear well; communication board because person can't speak clearly.
3. Show the students some prosthetic devices and allow them to try them on and use them if possible. Encourage the students to describe how these devices might be used, how they feel, etc.
4. In closing this activity, re-emphasize the idea that both disabled and non-disabled people use tools to do things they otherwise couldn't do at all or could do only with great difficulty.

Additional Activities:

- A. In their next visit to the special education class, have the students look for tools they have never before seen and find out what their purposes and uses are.
- B. Ask the students to look for unusual tools in their homes and bring them to class, if possible, for a show-and-tell session.

UNIT II : PROBLEM-SOLVING SKILLS AND ALTERNATIVE METHODS

Lesson 2: Exploring Mobility Alternatives

Goals for Students:

- A. To realize that disabled and non-disabled people use similar methods to solve problems by naming those similarities.
- B. To develop an awareness of mobility disabilities by simulating such a disability.

Materials Needed:

Blackboard and chalk

Cloth to tie students' ankles together

Procedures:

A. Introducing the Activities

Tell the class that they are going to play some games in which they must think of different ways to do things. Be sure to give the students time and encouragement to describe their alternatives.

B. Generating Alternatives

1. Ask the students to think of all the ways they could get to school in the morning if they lived four blocks away from school. Examples: going in car with my mom, walking, catching the school bus.
2. List their answers on the blackboard, and then put "Student" at the top of this list.
3. Put up a second column "Student in a Wheelchair" and ask the students to think about ways students in wheelchairs could get to school in the morning if they lived four blocks away.
4. Have a class discussion about the similar and different methods listed in the two columns. Emphasize that (1) there are many ways to get to school and (2) no matter how a student gets to school, the important thing is that all students get to school.

5. Repeat this procedure for other examples, such as:

- | | |
|--|---|
| a. student plays piano | student who is deaf plays piano |
| b. student tells the class a ghost story | student who cannot talk tells the class a ghost story |
| c. student writes a letter | student who is blind writes a letter |

C. Role-Playing Alternatives

1. Line the students up on one side of the classroom and have each of them tie a strip of cloth around his/her ankles. Make sure that the strips are not too tight so that the students are uncomfortable, but the strips should be tight enough to limit their abilities to walk.
2. Ask the students to think about the various ways they can reach a point about 15 feet away without walking, and then ask them to show you and their classmates these different ways.
3. Have a class discussion about these alternative methods. Possible questions: Which alternative was the hardest? the fastest? If your legs were paralyzed, how could you move about? What tools would help you move better?

UNIT III: METHODS OF COMMUNICATION

Lesson 1: Pantomiming

Goals for Students:

- A. To experience communication alternatives by playing a non-verbal game.
- B. To develop further awareness of communication disabilities by simulating such a disability.

Materials Needed:

Shoebox or bag

Small sheets of paper and pencils

Procedures:

A. Introducing the Game:

1. Ask the class to name various ways people communicate and tell someone else what they need or want. Possible questions: How does a newborn baby tell his mother that he is hungry? How do you let your father know you really, really want a certain toy? Do you only tell him with words or do you let him know by your actions also?
2. Tell the students that while most people use words and say or write what they want, some people cannot speak or write and must use some other ways to communicate.
3. Ask the students if they have ever played Charades or know how to pantomime. Explain that in Charades people act out what they want to say and communicate without speaking. Give some examples by using gestures to signify "come here," "sit down," "happy," "sad," etc.

B. Playing the Game

1. Ask the students to think of common words or phrases that they use and to write such words or phrases on pieces of paper. (If the students are not able to write and read these words and phrases, then have each student simply whisper his/her word or phrase to the person who has to act it out for the rest of the class.)

2. After all the students have written down their words or phrases, put them into a container.
3. Ask for a volunteer to draw a piece of paper from the container and to try to communicate that word or phrase to the rest of the class. If the child has great difficulty understanding what is written or figuring how to act out the word or phrase, you may have to assist that child. Or divide the class into small groups and have each group work on a word or phrase.
4. Whoever says the word or phrase first gets to pantomime the next word or phrase.

C. Discussing the Game

Hold a class discussion about non-verbal communication. Possible questions: Was it harder to act the word out rather than say it? Was it easy to guess the word? What do you think it would be like if you could only communicate with other people through gestures? How else can children who cannot talk communicate with others?

Additional Activities:

- A. Have the students remain completely silent at school or at home for at least 15 minutes and try to communicate with others. Point out that it is not fair for the students to tell the people around them that they will not be talking for the next 15 minutes; the students should be talking one minute and silent for the next 15 minutes. Ask the students to note the reactions of the people around them to this experiment, as well as their feelings in trying to communicate without talking.
- B. Show a film in which pantomime is used to tell a story and have a class discussion about how effective it is to communicate through gestures, actions, etc.

UNIT III: METHODS OF COMMUNICATION

Lesson 2: Signing

Goals for Students:

- A. To become aware of sign language by viewing and making some signs.
- B. To share their knowledge of sign language with another class by presenting a familiar song or poem in sign language to another class.

Materials Needed:

Book(s) on sign language (see References and Resources)

Visitor who can sign songs or poems.

Procedures:

A. Preparing for the Activity

Arrange to have a teacher or another person familiar with sign language to visit your class. Let that person know some of the students' favorite songs and poems so that s/he will be able to sign them for the students.

B. Introducing the Activity

- 1. Before the visitor comes to your classroom, introduce the class to sign language by reviewing what they have learned about non-verbal communication. Explain that sign language is a way of communicating which people who cannot talk or hear frequently use. Mention some frequently used gestures such as those used in the hula or such songs as "Intsy Weentsy Spider."
- 2. Show the class some books on sign language and practice signing some of the letters of the alphabet.

C. Learning from the Visitor

- 1. S/he can practice the signs for the alphabet with the class.
- 2. S/he can share the signs special education students frequently use.
- 3. S/he can sign the words the class is interested in learning.
- 4. S/he can show the class how to sign a favorite song or poem. Because the class will probably have to practice the song or

poem several times before performing it for another class, you may want to take pictures of the signs or meet with the visitor later to make sure you have learned all the signs and are able to teach the class.

D. Performing for Others

After the class has learned the song or poem, have them share it with another class. Be sure to invite the special education class as well. Your class may want to first explain what sign language is, and then perform the song or poem twice--signing and speaking the words and then just signing the words.

References and Resources:

From Barnes, Berrigan & Biklen, What's the Difference? Teaching Positive Attitudes Toward People with Disabilities, Syracuse, N.Y.: Human Policy Press, 1978:

Lesson 63 - Finger Spelling and Sign Language

The students practice the manual alphabet and make up messages.

Lesson 64 - Your Name in Sign

The students make up name signs for themselves and share them with their classmates.

Lesson 67 - Secret Code

The students are paired to make up a non-verbal code and use it to communicate with each other.

Lesson 68 - Braille is a Code

The students learn about the braille alphabet and experience it.

Lesson 70 - Indian Signing

The students learn about how and why Indians use sign language.

Charlip, Remy and Mary Beth, Handtalk: An ABC of Finger Spelling and Sign Language, New York: Parents Magazine Press, 1974.

Sesame Street, Sign Language Fun, New York: Random House and Children's Television Workshop, 1980.

UNIT III: METHODS OF COMMUNICATION

Lesson 3: Communicating with Non-Verbal Persons

Goals for Students:

- A. To communicate more effectively with non-verbal persons by simulating a conversation with non-verbal students.
- B. To develop further awareness of communication disabilities by simulating such a disability.

Materials Needed:

Blackboard and chalk

Procedures:

A. Introducing the Activity

1. Ask the students to remember a time when they had a problem communicating with another person or group of people, e.g., when someone ignored them and didn't listen to what they were saying, when someone didn't understand what they were saying, when someone made fun of the way they talked, etc.
2. Tell the class that today they will practice communicating with non-verbal friends who often get very frustrated and feel bad when they have problems communicating with other people.

B. Answering Questions Many Ways

1. Ask the class to suggest some questions they usually ask when they meet a new person, and write these questions on the blackboard. Possible answers: What's your name? How old are you? Do you want to play Lego?
2. Pair the students, with one of the partners able to talk and the other not being able to talk.
3. Ask the pairs to communicate with each other, the verbal student asking the questions and the non-verbal student answering them as best s/he can without talking.
4. After a few minutes, have a class discussion about the activity. Possible questions: What questions were difficult to answer? Why? How do you feel when someone takes a long time to answer your question?

5. Explain to the class that when talking to a person who cannot speak or speaks with great difficulty, the verbal person must ask questions in such a way that the non-verbal person can easily answer them. Possible examples: nodding yes/no, pointing with fingers, directing eyes. Ask questions such as, "Now if your friend put three toys in front of you, how could you choose one using only your eyes?"
6. Point out to the class that it is not always necessary to carry on a question-and-answer type of conversation in order to communicate. Even if the verbal person does all or most of the talking, the non-verbal person may still be listening and enjoying the conversation without actively participating in it.
7. Ask each pair to change roles, the verbal student becoming the non-verbal one and vice-versa, and ask the pairs to communicate with each other using these two techniques.
8. After a few minutes, have a class discussion about the activity. Possible questions: Was it easier to answer questions that could be answered with a "yes" or a "no"? Can many questions be asked that way? Do you feel comfortable if you have to do all the talking? Do you feel frustrated when you can't talk?

References and Resources:

From Barnes, Berrigan and Biklen, What's the Difference? Teaching Positive Attitudes Toward People with Disabilities, Syracuse, N.Y.: Human Policy Press, 1978:

Lesson 71 - Expressive Eyes

The students experience using their eyes to communicate and design a communication board.

Joan Goldbery and Elley Hymowitz, Mental Health Activities in the Classroom: A Handbook, Los Angeles, CA: Western Psychological Services.

Lesson 24 - Non-Verbal Communication--Acquiring and Expressing Information without Words

The students become more aware that communication can be non-verbal as well as language oriented in a game where they express feelings and messages non-verbally.

APPENDIX A

Pictures of Disabled and

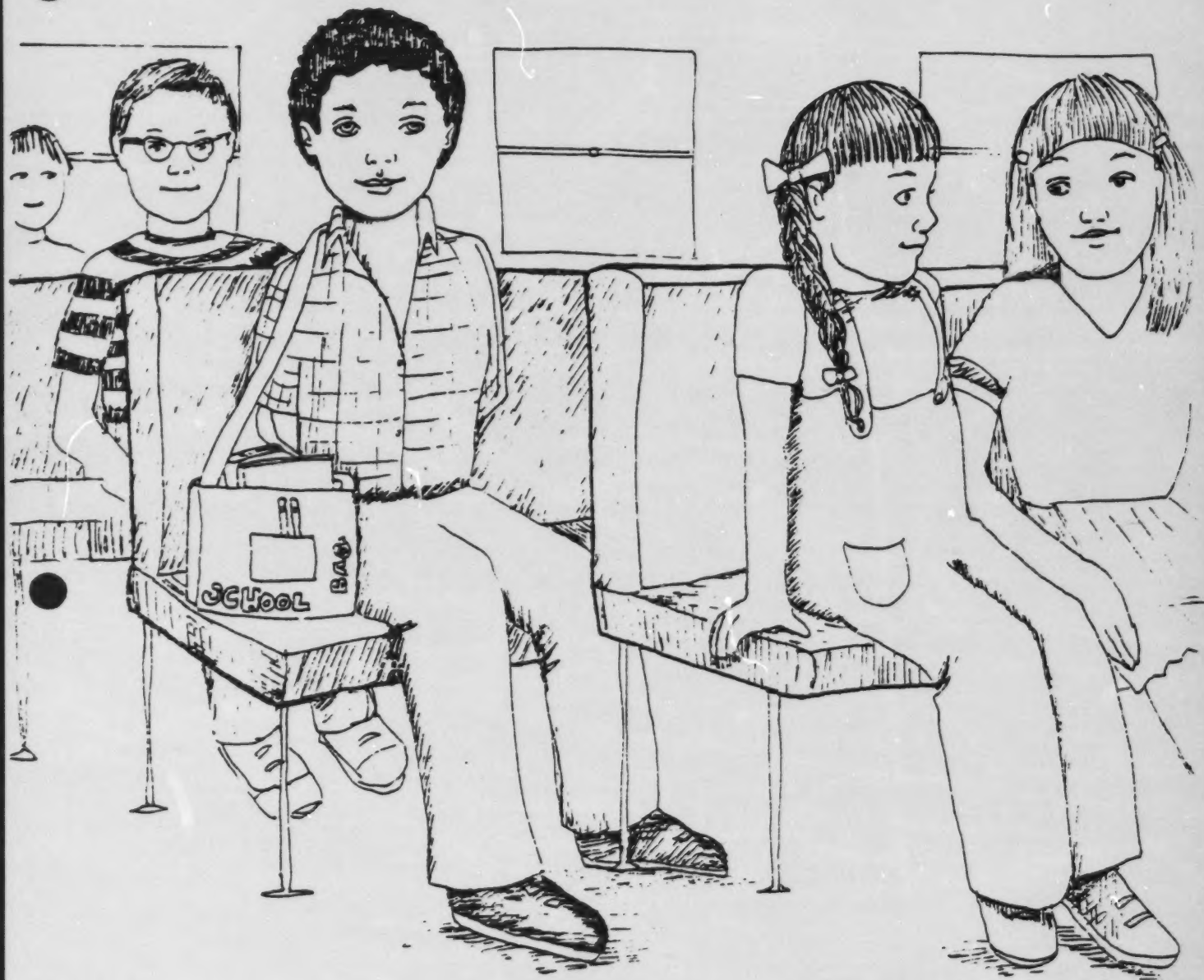
Non-Disabled Children

Picture of Person Reaching for Apples

Sunny Aigner Pauole









J. Paula ©



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APPENDIX B

Etiquette with People (with disabilities)

Karen Takemoto

ETIQUETTE WITH PEOPLE (with disabilities)

There you are, with no or little experience with disabled persons and thrust into a situation where you must deal with them. You feel a bit queasy and nervous - and don't know what to say or do. They look awkward, you feel awkward. Some look retarded, you feel retarded. They all look handicapped, you are handicapped. What do you say, what do you do?

Anything you would say or do with a non-disabled person.

Here are some tips to help you be less nervous.

1. Relax. Simply being yourself will also put others, disabled and non-disabled alike, at ease. If you're nervous and tense, you'll make others around you uncomfortable.
2. Offer help when you think it may be needed, but don't insist upon it. When in doubt ask, "May I help you?"
3. Treat disabled adults as adults and children as children. Like you and me, they deserve respect. Appreciate what disabled persons can do, rather than worry about what they cannot do.
4. Have fun. Disabled people like to laugh too. Mental or physical disabilities don't necessarily limit their sense of humor.
5. If disabled persons fall, take it easy. If they need help, they'll cue you in. If they can get up by themselves, let them. If they need some help, they will tell you.
6. Stairs. Stairs or uneven steps can be difficult for anybody, particularly those with physical impairments. Let them tell you how you may help. Pushing or pulling without their consent may upset their own system and balance, leading to an even more upsetting event. Instead, walk behind them, ready to lend assistance if they request it or if they slip.

7. When you meet disabled persons escorted by aides, speak directly to the disabled persons, not through the aides. If the persons are hard to understand, ask them to repeat themselves. If you still don't understand, say so. Ask questions referring to the situation to figure out what they mean. For example, "Is your question about this animal?"
8. Face the disabled persons when speaking to them. Common courtesy calls for this.
9. Don't be sticky sweet. Compliment them on things that deserve compliments, but don't go overboard and compare a child's stick drawing to a Rembrandt.
10. Try another way. When you come upon an obstacle, whether it be physical, communicative, or anything else, be creative and willing to try another way.

Wheelchair Etiquette

1. Offer your assistance to push the wheelchair. (Electric wheelchairs powered by the battery in the back need not be pushed.)
2. Before pushing the wheelchair, ask the disabled person if s/he is ready to move or at least tell him/her that you are going to push to prevent startling him/her.
3. Push the wheelchair slowly and carefully. Walk--do not run.
4. Be sure that the disabled person's hands and fingers do not get caught in the wheel's spokes; place his/her hands in his/her lap. Remember that the person sitting in the wheelchair may not be able to break a fall with his/her hands or avoid objects that come too close.
5. Go backwards down an incline, curbs, or steps, with others assisting you if necessary. This will minimize the chance of the disabled person falling out of the wheelchair.
6. Position the wheelchair so that the disabled person can see the object of attention. Also, don't block the view of others around you.
7. Speak to the disabled person face-to-face when stationary. When pushing the wheelchair, it may be necessary to lean forward so that both of you may hear what the other is saying.

Etiquette with the Seeing-Impaired Individual

1. Speak to the blind person as you would anyone else. Face him/her and talk of things that are of common interest.
2. "See" is a viable word in our vocabulary. Use it as often as you would with a sighted person.
3. When describing things, use concrete and familiar comparisons whenever possible. For example, the length of a guinea pig's leg is about the length of a finger.
4. When guiding a blind individual, ask him/her to take your arm. Never take his/her arm and propel him/her around. Simply show him/her your elbow by placing his/her hand on your elbow and you're set to go.
5. Ordinarily walk half a pace ahead of the blind person. In going up and down steps or into dangerous places, keep one pace ahead. Mention small and large irregularities in the terrain over which s/he might stumble.
6. Watch the blind person's other side (opposite the side you're closer to) and judge distances accordingly to avoid his/her smashing into door frames, posts, etc.
7. Give oral directions if it is necessary for the blind person to move left or right, to get out of the way, or maneuver into position. Don't shove him/her.
8. When seating the blind person, simply put his/her hand on the arm or back of the chair and have him/her seat himself/herself.
9. Quietly describe the placement of things in a room so that the blind person will have some idea of the obstacles and people he may encounter.

10. A guide dog accompanying the blind person is a working dog. The dog should not be distracted from his/her very important duty by petting or offers of food.

Etiquette with the Non-Verbal Individual

1. Don't ignore the non-verbal individual or assume that s/he cannot understand what you say and do simply because s/he does not speak.
2. Face the non-verbal person when you are speaking to him/her as you would with anyone else.
3. Ask yes-no questions. This way the non-verbal person can respond with a nod if possible.
4. Even if it sounds like a monologue, keep talking. This reaffirms to both of you the presence and importance of the other.
5. Touching is an excellent communication medium. Placing your hand on his/hers, or hugging him/her fosters a feeling of togetherness and reaching out. Non-verbal communication can be as effective as words.

APPENDIX C

Integrated Recreational Activities
for Disabled and Non-Disabled Peers

Sue Brown, Karen Takemoto, Norma Jean Hemphill, Judie Collie
(Revised 4/83)

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Guidelines for Developing Integrated Activities

There are several important guidelines to follow when developing any integrated activity involving students from both regular education and special education classes:

1. Integrated activities should involve pairings or groups of disabled and non-disabled children who are within a similar chronological age range;
2. Activities should be age-appropriate, and of potential interest and value to each student who is involved;
3. If integrated activities are to occur, regular and special education teachers must cooperate with one another and develop mutually beneficial working relationships. These working relationships can develop most naturally when regular and special education teachers already interact with one another on a daily basis, such as in the teacher's lounge, at lunch, in meetings, by serving on committees together, participating in after school events, etc. These working relationships are difficult to develop when regular and special education teachers seldom interact either professionally or socially in the school setting, e.g., as when faculty meetings are held separately for regular and special education teachers. Integration should become a school purpose, not just a goal for children;
4. Teachers should plan to periodically observe the children's interactions during integrated activities; putting regular and special education students together in a shared activity is not an end in itself. The quality of the interactions is extremely

important. Observations provide the teacher with information that slight changes are needed to make the interactions more rewarding for the students, and give the teacher an opportunity to offer additional "cues" in an unobtrusive manner. For example, perhaps a regular education student needs to be told that "Tom can do that by himself if you give him just an extra minute," or does not recognize a sign or gesture by his/her disabled peer which the teacher can explain;

5. Educational programs and school activities should occur in the least restrictive environment, that is, the most natural and integrated learning environment available within or outside the school community. For example, if a severely disabled student's educational program includes objectives relating to eating skills, the self-contained classroom would not be a least restrictive instructional setting to practice these skills. Rather than eating lunch in the classroom, the severely disabled child should be instructed in eating skills in the natural and integrated learning environment available in the school for that particular activity: the cafeteria.

Also, if a social studies objective for second grade students is to communicate effectively with others, the most restrictive learning environment for that skill would be the second grade class with only second grade peers. The least restrictive environment would involve the variety of social interactions available in the school setting and the community, including those with same-age, older and younger peers, adults, and disabled well as non-disabled persons.

6. Integrated and natural learning environments should occur simultaneously to be considered the least restrictive setting. That is, "parallel" and separate groupings and instructional arrangements within a shared environment do not provide students with access to integrated and natural learning opportunities.
- If a severely disabled student eats lunch in the cafeteria (the most natural learning environment) but sits at a separate table from his non-disabled peers with only other severely disabled pupils—or even at a completely different time than his non-disabled peers—the criterion of a least restrictive environment has not been met. His environment is still segregated.
- If severely disabled children share their recess period time with regular education peers but recess is always held in the special education classroom, the children do not have access to a least restrictive environment. The term "least restrictive setting", then refers to both the most integrated and most natural learning environment occurring simultaneously.

Assessment Procedures

- A. Observe and assess disabled children (by special education teacher)
 - 1. Ambulatory or nonambulatory?
 - 2. If ambulatory, assess locomotor skills. Can these skills be used in isolated activities only or can the child transfer his/her performance to low-organized games?
 - a. Walk
 - b. Run
 - c. Hop
 - d. Jump
 - e. Leap
 - f. Slide
 - g. Gallop
 - 3. Assess object propulsion or ball handling skills. Can these skills be used in isolated activities alone or can the child transfer his/her performance to low-organized games.
 - a. Throwing
 - b. Catching
 - c. Kicking
 - d. Dribbling
 - 4. Assess communication skills.
 - a. Does the child understand spoken language? If so, how much?
 - b. What communication skills does s/he have? Is s/he verbal?
 - c. Does the child sign or understand signs? Teach the words which are most often used in physical education and recreational settings: ball, under, over, throw, catch, run,

walk, stop, hop, jump, toilet, fast, go, come, good, wrong, watch, understand, yes, no, left, right, what, again, ready, up, down, basket, hold, kick, music, etc.

5. Reinforcers. These may differ with each child.
 - a. Positive - What activity/reward can be used to motivate the child to enter into the activities?
 - b. Negative - Avoid activities/events which may cause a negative reaction to the situation.
6. Identify specific behavioral problems and management techniques as they may differ with each child. For example, if a child continually runs off or is destructive to certain toys or equipment, what is the best method of intervention for this particular child? Do not assume that one technique or method will be successful with all children.
7. How is his/her program organized? How will the integrated activities fit in for the child's existing educational program? While everyone should be able to adjust to some change, these changes should be gradual. The child may have to be coaxed by the teacher into participating in these activities initially, but more extensive program changes should occur gradually and only if the child shows interest in continuing to participate in these activities.
- B. Observe and assess regular education children (assessment by regular education teachers).
 1. What are the general skill levels of that age group?

a. Locomotor skills.

- 1) Walk
- 2) Run
- 3) Hop
- 4) Jump
- 5) Leap
- 6) Slide
- 7) Gallop

b. Object propulsion or ball handling skills.

- 1) Throwing
- 2) Catching
- 3) Kicking
- 4) Dribbling

2. What activities does the child enjoy?

- a. Organized games
- b. Games
- c. Physical fitness activities
- d. Aquatics
- e. Movement education
- f. Rhythm/music/dance

3. How is his/her program organized? How will the integrated activities fit in for the child's existing educational program? While everyone should be able to adjust to some change, these changes should be gradual. The child may have to be coaxed by the teacher into participating in these activities initially, but more extensive program changes should occur gradually and only if the child shows interest in continuing to participate in these activities.

C. Miscellaneous recommendations.

1. The extent of assessment and teaching depends on the nature of the integrative activities. If the activities continue on a long-term basis it might be important to emphasize improving present skill levels and introducing new skills.
2. Assess the use of equipment and facilities. This must be done prior to selection of activities. If the activities include children from two different programs, it is wise to acquire equipment from both agencies as it emphasizes the desirability of cooperation.
3. Practice the activities with disabled children prior to their participation in integrated activities. This should help them feel more comfortable and insure some success when the integrated activities begin.
4. Provide a brief orientation to both groups of children and staff so they know what to expect. For more suggestions on orienting regular education students, see "Etiquette with People (with disabilities)", Appendix B.
5. Plan for a surplus of activities. If an activity is not going well, change to another. Yet, do not choose too many that require too much reorganization for the children. In other words, keep it simple.
6. If possible, integrate small groups initially. Increase the size of groups as judgment indicates.

Specific Integrated Activities

The purpose of any activity is to allow all students to participate as fully as possible in an enjoyable, interesting, age-appropriate manner. Therefore, when planning integrative activities, the teacher should insure that a child's disability does not prevent his/her participation in the activity. For example, a severely disabled five-year-old child who uses a wheelchair for mobility may be included in "story hour" with his/her non-disabled kindergarten peers. If, however, the teacher asks the children to indicate which of several stories s/he should read aloud to them by having them "vote" by standing up as s/he displays each book, the disabled child's disability is unnecessarily being allowed to interfere with his/her participation. The teacher could instead ask the children to raise their hands, and be careful to allow plenty of time for a physically disabled child to complete this motion along with his/her peer group. In some cases, the disabled child may require the assistance of a non-disabled peer in order to participate in the activity. For example, if a physical activity requires running, then a non-disabled peer could act as "pusher" so that a child who uses a wheelchair can be included in the activity.

When selecting activities for special and regular education students the following suggestions may be helpful:

1. Approach activities with the idea that there are many different ways to participate in an activity, and that all students can be participating members of the group. Students, teachers, aides, etc., should be encouraged to create alternatives so that all students will be able to participate. We have found that regular education children are extremely creative and helpful in generating useful and positive ideas which will allow their severely disabled peers to access environments and activities. Ask for their help! 50

In the following pages, we have included activities used successfully with groups of disabled and non-disabled students of different ages. Other activities, such as those found in arts and crafts books, outdoor game books, etc., can easily be adapted by keeping the criteria previously discussed in mind. In fact, the teachers and students at each particular school environment are best qualified to devise integrated activities appropriate to that setting, and they are limited only by their imagination.

ACTIVITIES

I. PHYSICAL ACTIVITIES

Physical activities serve a dual purpose -- while helping the children develop gross motor skills, social skills are also developed. Both are important components in the growth of both disabled and non-disabled youngsters.

Indoor physical activities take into consideration the limited space of the classroom or activity room. They are generally more stationary while still utilizing some gross body movement and interaction.

Outdoor activities take advantage of the open space. These activities generally have much more movement than the indoor games and/or involve large equipment (such as parachutes) or games that require space.

Indoor - Elementary

Bean Bag or Yarn Ball Toss

Materials: bean bags or yarn ball, target markers or containers

Directions: Give each person or team a bean bag or yarn ball. They are to toss it in different ways using different parts of the body. Place markers or containers as targets.

Rope Game

Materials: rope or cord

Directions: Make patterns on the ground or floor and have the children walk or wheel on the ropes (or between two ropes) following the pattern. Straight lines, zigzag lines, circles and other patterns can be used. Later give individual ropes to each person or team and let them create their own design and try others' designs.

Knockdown

Materials: tether ball (or ball in rope sling), three bowling pins (or other stand up items, blindfold)

Directions: Hang ball from beam so that it is about six inches off the ground or off a table. Set up the pins either on the floor or on a table under the ball so that the ball can easily knock them down. Divide participants into teams. Participants can be either blindfolded or spun around several times. S/he is then given a turn to try to knock down the pins. Points can be awarded according to how many pins are knocked (or whether it's the first or second try.)

Indoor - Secondary

Portable Bowling

Materials: one set of plastic bowling pins, rubber bowling ball, bowling ramp, tape Optional: scoring pad and pencil

Directions: Mark spots on the floor with the tape for the bowling pins. Use an area that is long and narrow with a wall in the back (to stop the ball). Students take turns bowling in an effort to knock down as many pins as possible. Some students may find it easier to use the ramp (especially those who are physically impaired), while others may be able to bowl successfully without it. Non-disabled students may be asked to bowl with their left (or opposite) hand to neutralize the difference. Each person is allowed two turns (as in regular bowling). Score can be kept by teams or by individuals.

Obstacle Course

Materials: ropes, hurdles, hula hoops, cones, chairs, boxes, etc.

Directions: Set up an obstacle course using the varied materials and have the children take turns going through it. Give children an opportunity to make their own course.

Outdoor - Elementary

Bubbles

Materials: bubble liquid and sticks (dishwashing liquid can be used to replace the commercial bubble liquid)

Directions: Allow students to use the bubble liquid and sticks and let them blow, swing or lift the sticks to the winds to create fantastic, multi-sized bubbles.

Water Play

Materials: water table (or hose), baby bathtub, cups, funnels, floating toys, etc.

Directions: Allow the students to play with the water play equipment as much as they desire. They usually also enjoy playing and squirting one another with hoses.

Squirrels in Trees

Materials: none needed

Directions: Participants are designated as either squirrels or trees. Two people joining hands form a "tree". One squirrel goes inside each tree. It may be most appropriate to pair up people to be squirrels (as one child who uses a wheelchair and one child who is ambulatory). Extra squirrels interspace among the trees. When the leader calls out "squirrels change", the trees raise arms on one side and all the squirrels run to another tree. The object is for the squirrels to be with a tree.

Character Relays

Materials: none needed

Directions: Form teams with equal numbers of pairs. The relay progresses as each pair takes turn matching body parts (as nose to nose, ear to ear, etc.) or acts out a different animal (as pigs, ducks, snakes, etc.)

Busy Bee

Materials: none needed

Directions: For this game an odd number of participants is needed. Participants are paired up except for one who acts as the game leader. S/he gives directions to the group such as "head to head", "nose to nose" or other body parts and the players follow the directions. This continues until the leader calls "busy bee", at which time the players scatter to find new partners. The player without a partner is then the caller.

Roller Tube

Materials: field markers (weighted gallon bottles or road cones), inner tubes

Directions: Set up a course on a playing field, using the field markers to make a path. Start and finish lines should also be marked. The object is to roll the inner tube between the markers from start to finish. The distance from start to finish can vary as the group improves.

Clean Out the Backyard

Materials: volleyball net or rope, balls

Directions: Set up the volleyball net or rope about 6 feet high (height should depend on ability of children). Form two teams, one on each side of the net or rope. Distribute the balls (they can vary in size) so that there are an equal number on each side. The object of the game is to try to get rid of all the balls by throwing, overhand or underhand, to the other side. This includes the balls thrown to one side by the other side. Continue until the whistle blows. The team with the least number of balls on their side wins. Redistribute the balls and start again if desired.

Catch Ball

Materials: ball

Directions: Form a circle with one person in the center holding the ball. That person calls the name of one of the participants and tosses the ball to him/her (or you can use partners if the catching ability is varied). The player whose name was called must try to catch the ball. The center person stays until a person misses the ball, at which time s/he becomes the center person. To make it more challenging, the ball may be tossed straight up instead of directly towards the person called.

Parachute Play

Introduction: Parachute Play is becoming an increasingly popular activity for all grade levels in physical education. It provides for good development of strength, agility, coordination and endurance. Strength development is centered on the arms, hands, and shoulder girdle, but at times demands are made on the entire body.

Have children stand equidistance around the parachute. You can have each child take hold of a seam on the parachute.

How to hold the parachute: Basic grips: 1. Overhand - palms facing down, knuckles showing. 2. Underhand - palms facing up. 3. Mixed - a combination of underhand and overhand grips.

Body position: In most of the games, it is important to stress timing. Children should be on the balls of their feet in a squat position.

Materials: parachute

- Activities:
1. Umbrella: holding parachute up in the air, arms extended overhead.
 2. Mushroom: holding parachute up in the air, take three steps in toward the center.

3. Mountain or igloo: holding parachute up in the air, arms overhead take three steps in, then pull the parachute down behind your back and sit on it.

4. Making a Dome: begin in the starting position, have children stand up quickly, raising arms over their heads and quickly bring the parachute back down to the ground trapping air inside.

5. Number Mushroom: while all players are kneeling and holding on to the edge of the parachute, ask them to number off from 1-5 all the way around the parachute. This time when the parachute is in full mushroom, call "number 3 swap sides." The kids must run under the parachute to the other side before the parachute touches the ground.

6. Parachute Ball: players stand holding the parachute up at waist height. A ball is placed on top of the parachute. The aim is to roll the ball around the edge of the parachute which takes cooperation from all. This is achieved if you are behind the ball, by lifting your edge up, or if you are in front of the ball, you lower your edge. As the ball rolls around players must lower or raise the parachute--whichever is applicable.

7. Running Number Game: have the children around the parachute count off by fours. Start them jogging in a circular fashion, holding the parachute in one hand. Call out one of the numbers; the children with that number immediately release their grip on the chute and run forward to the next vacated place. This means that they must put on a burst of speed to move ahead to the next vacated place.

8. Merry-Go-Round: holding on with one hand use directed locomotor skills around the circle, reverse on signal. Music or drum beats can be used to help children keep time to the directed locomotor skill.

9. Tug-of-War: divide into two teams and on signal both teams try to pull the other team over a set boundary.

10. Parachute Exercises:

a. Toe Toucher: sit with feet extended under the parachute and the chute held taut with a two-hand grip, drawn up to the chin, bend forward and touch the grip to the toes. Return to stretched position.

b. Bicep builder: place parachute on the ground, stand around the chute with one leg forward and one back for good support and balance. Grasp the edge of the parachute with a palms up grip. Lean back holding on to the chute. Pull the parachute towards you when the signal is given without moving your feet or jerking the chute. Continue pulling hard until a signal is given (6 seconds).

c. Bend and stretch: all hold the parachute at waist level with a palms down grip, all bend forward when I count one, and

touch the edge of the chute to your toes. Lift your arms high over your head when count two is given, stretching as far up as possible. Bend forward at your waist when count three is given, and again touch your toes. Go back up in the same way when count four is given, come down again on five, up again on six, and continue for several times.

11. Some children may enjoy the experience of sensory stimulation by being placed under the parachute while others flap it around or may sit in the middle of the parachute and have others make "waves" around them.

II. QUIET-TIME ACTIVITIES

Quiet-time activities are generally those activities that need minimal supervision and that children can play independently. The activities included in the section are especially appropriate when time is limited. Once the children know the rules of the activities and the location of the equipment, they can be played during "free time".

For older severely disabled youngsters it is important to choose activities that their peers are also interested in (this can be discovered by observing what teenagers do in their free time). Then, depending on resources (money), these materials or activities can be purchased. Not only will the severely disabled students enjoy these new activities but they will provide a common ground for peer interaction.

Elementary

Puppet Play

Materials: paper bags, crayons, colored paper, paste, etc.

Directions: Simple puppets can be made using a paper bag. Using the flap as the mouth, it can be opened and shut with the thumb and fingers. The face and body features can be drawn or pasted on. Puppet play allows for the students to be as imaginative and expressive as they want to be. This activity can be semi-directed with the teachers giving suggestions.

Playdough

Materials: purchased playdough or homemade playdough (most activity books include a recipe for playdough)

Directions: Playdough is a flexible medium that children can independently and cooperatively shape, pound, squeeze, cut, etc. The manual manipulation helps to develop fine motor skills with also giving the manipulator control over the form. Playdough, because of its non-toxic quality, is recommended over regular clay.

Fantasy Play

Materials: any play items that are available - blocks, dolls, trucks, playhouse, etc.

Directions: Children are given time to play and interact among themselves with little supervision.

Book Sharing

Materials: a variety of books including reading books and picture books

Directions: Children are given time to read, look at books together. Those children who can read will have the opportunity to read to those who cannot.

Hide and Seek

Materials: none needed

Directions: When an integrated group of children play this game, it is easiest to play it indoors and by pairs. Although the hiding places may be somewhat obvious, there is a great deal of play and interaction.

Secondary

Some of the following activities may also be appropriate for elementary-aged children. They are included in this section because of their appropriateness with older children.

Electronic Music Stick

Materials: electronic music stick

Directions: The electronic music stick, with its color-coded keyboard, produces a 25-note scale by merely touching the stick. Because of its simplicity it is appropriate for youngsters of varying ages and ability levels. It can be adapted to a wide range of skill levels; songs can be played from the song book or musical combinations can be produced. Its tactile and auditory qualities make it appropriate for visually and/or hearing impaired students.

Lego

Materials: Lego - either primary or regular

Directions: Because of the unlimited possible combination of pieces, Lego and other similar interlocking building sets are enjoyed by many people. It provides opportunities for self-expression and creativity. Youngsters can be taught how to make certain objects or they can be allowed to manipulate it any way they wish.

Lite-Brite

Materials: a Lite-Brite game

Directions: Lite-Brite gives children and youth the opportunity to create a variety of pictures with pegs of different colored lights. The

designs can be adapted to a wide range of skills - some are simply rows of dots, some are pictures of simple objects, and others are pictures of more complex objects. Youngsters can choose whatever design they like to place on the screen. The design can be made following the color key given on each design sheet or the individual can create his/her own combinations.

Pinball Games

Materials: a pinball game

Directions: Pinball games can be played by individuals, pairs or groups. It is an activity that is highly reinforcing; youngsters and adults of all ages enjoy it. Pinball games are found in many community settings, such as arcades, bowling alleys, shopping centers, etc., and is also widely available in various types, such as table top, free-standing and commercial, and at varying prices. Teaching children how to play it will encourage interactions with individuals of different degrees of skill.

Remote-Control Vehicle

Materials: any remote-controlled vehicle

Directions: Remote-controlled vehicles are easily activated and manipulated by youngsters of different ages and ability levels. They are especially suited for severely handicapped students because of the ease in manipulating them.

Simon

Materials: Simon

Directions: In the game of Simon, each person plays against him/herself to see how far each can progress. The game has different levels of difficulty and can be used with individuals of different ability levels.

Target Games

Materials: any target game, either hand made or commercially bought

Directions: There are a variety of target games available - including velcro ball and dart games and electronic target games which light up when a "hit" is made. Directions can be varied to accommodate youngsters of different abilities, as a flexible "shooting line", teams, etc.

TV Video Games

Materials: any TV video cartridge, television,

Directions: Cartridges for TV video games are available with varying degrees of difficulty. Scores can be kept for each person so that s/he competes only with him/herself rather than with other children.

Because they are also available in stores, restaurants, etc., teaching youngsters to play these games will give him/her skills that are generalizable to home, community, etc.

III. MUSIC ACTIVITIES

Music is an activity that is enjoyable with children of all ages and ability levels. It can be used as an activity in itself or combined with other activities such as arts and crafts, exercises or leisure time activities. Everyone can participate by varying the degree of participation. Instruments range from the more simple to the more complex and so are appropriate for all.

Elementary and Secondary

Rhythm Band

Materials: a variety of percussion instruments (e.g., tambourines, drums, maracas, sticks, bells), records, record player

Directions: Have a "play-along" using different instruments and music (records, radio, etc.). Use any record with a strong beat to it; marches are excellent in the beginning. Rock and roll tunes, country music and lively folk music are also appropriate. For variety use wood instruments and drum. Music that changes tempo also lend variety.

Questions and Answers

Materials: a variety of instruments

Directions: One person is designated leader. S/he leads a short rhythm pattern (e.g., 1, 2, 3, 4 or 1, wait, 2, 3, 4, etc.) and the group repeats it in rhythm. It can be varied by separating the group into smaller groups and numbering them. Then the leader leads a rhythm, calls out a number, and the group with that number responds.

Movement to Music

Materials: records, record player, drum

Directions: The group moves to the rhythm of the music played. Movement can include: walking, running, skipping, tiptoeing, marching, etc. A leader can lead the movement while the participants copy, or s/he can beat a rhythm on a drum while having the participants move in time to the music independently. Youngsters can be paired so that those with a better sense of rhythm are paired with those who need help. Balls may also be bounced to music while the children are standing still or walking. Musical chairs can also be played with younger children.

Exercises to Music

Materials: records, record player, piano or other instrument that has easily played high and low notes

Directions: Any appropriate music can be used for warm-up and stretching exercises. Songs can be chosen that give directions. Children can also be directed to move their bodies corresponding to the tone of notes played on a piano (e.g. high note - raise arms, low note - crouch down, etc.)

Music-Art

Materials: records, record player, materials for an art activity

Directions: The children can be directed to color, paint, etc., to music while it is being played. They should be given a few minutes to listen to the music before they begin the art activity. They should be encouraged to have their art movements correspond to the sound of the music (fast music - lines, zig zags, etc.; slow music - curves, soft lines).

Singing

Materials: instruments to accompany singing, song charts if appropriate

Directions: When teaching a new song, keep the following points in mind:

- 1) Sing a new song through and have the group clap or hum with you.
- 2) Take a verse at a time and have the group repeat.
- 3) Don't worry if you're not in tune or if the group is not in tune.
- 4) Give a lot of support for their singing.
- 5) An instrument to accompany the singing, such as ukulele, piano, or autoharp helps keep the group together.
- 6) If there are group members who can read, prepare song sheets or charts ahead of time.
- 7) When one person knows the song relatively well choose him/her as song leader. This should rotate among participants. If some have a difficult time remembering the words, pair them with those who do remember the words.
- 8) Non-verbal children can keep the rhythm with an instrument, etc.

Music Listening-Appreciation

Materials: variety of records, record player

Directions: Play short musical selections varying in moods (happy-sad, melodic-non-melodic, classical-modern). After playing one selection, talk to the group about the music. Did they think of anything in particular while they were listening to the music? Play a different selection and compare. Discuss the different instruments and sounds.

Making Rhythm Instruments - See "Therapeutic Recreation Program" 1979-80
(Revised Edition), Department of Parks and Recreation, City
and County of Honolulu, p. 25.

IV. ART ACTIVITIES

When planning for art activities group the youngsters heterogeneously so that they can be of assistance to one another. Encourage partial participation (perhaps by modeling) so that everyone will be included in the activity. Give the participants the responsibility of gathering the materials and cleaning up as much as possible. It is important to encourage cooperation whenever possible.

Elementary and Secondary

Invisible Painting

Materials: large sheets of light-colored, durable paper, candle stubs, thin, dark tempera paint, paint containers and brushes

Directions: Children first draw on the paper with the candle stub. They then paint over the entire picture with water, dark paint. Areas colored with candle will reject the paint and remain blank. Allow the paper to dry.

Paint a Pet Rock

Materials: smooth-surfaced rocks, tempera paint, paint holders, brushes

Directions: Each child can paint his/her rock in any way desired. It can be painted one color, with designs, etc. It is also possible to paste pictures on it and then cover them with varnish.

Paper Mache a Group Pinata

Materials: newspaper (strips), large balloons, wheat paste, water, containers for paste, paint, clear spray shellac or varnish

Directions: Place paste in containers with water next to it. Pour small amounts of water into the wheat paste and allow children to mix this with their hands (be sure containers are large enough so that the mixture stays in it). Inflate balloons and tie. Cover strips of newspaper with the paste mixture, scrapping off the excess. Cover the balloons with the newspaper strips. Allow one coat of newspaper strips to dry before adding additional layers. During the following days, they can make ears, nose, etc. out of newspaper and attach them to the balloons with strips of paper. The object needs to totally dry before being painted and coated with a sealer.

Printing with Water Soluble Ink

Materials: ink, old paint brushes, brayer (roller to apply ink), different kinds of paper, variety of items to print with (styrofoam tray bottoms, bottle bottoms or sides, clay items, cut and patterned erasers, fruits or vegetables, etc.)

Directions: Select item or items to be printed. Apply ink to the surface using a brush or brayer. Gently place the paper on the inked item and rub paper for full contact. Remove and allow to dry.

Variations:

1. Repeat the pattern to cover the paper, using one or more than one item. This can be also used as wrapping paper.
2. Using glue or rubber cement, draw a design on cardboard. After this has dried it can be used as a printer.
3. Collect leaves. Place them under weighted object (book) for 4-5 days to flatten. Paint the leaves and press or place them under a paper and roll over them with a brayer to make a pattern.
4. For tapa printing, wet a crumpled paper bag and allow it to dry. Then paint it with a variety of patterns and shapes.
5. Glue spaghetti onto cardboard. Allow it to dry and then use it to print with.

Roll-On Painting

Materials: empty, washed, roll-on deodorant bottles, thin tempera paint, durable paper

Directions: Fill washed-out deodorant bottles with thin liquid paint (tops will unscrew). A variety of designs can be made free-hand or students can trace shapes or lines already drawn. If the bottles are difficult to grasp, wrap tape or rubber bands around them to make them less slippery.

Sponge Painting

Materials: sponges, variety of paint colors, durable paper, containers for paint

Directions: Cut up sponges into a variety of shapes (have children help if they can), and have children make prints by dipping them in a variety of colors for different designs. Cut vegetables (potatoes are good) can also be used to create different print designs.

String Painting

Materials: string, paint, paper, containers for paint

Directions: Using pieces of string about 12 inches long, have children dip the string into the paint and pull across the paper for dif-

ferent designs. They can also fold the paper in half, lay the wet string on half the sheet, fold over the second half and press down for a design.

Note for Painting Activities:

Baby dish warmers with suction cups underneath can be used to hold paint secure to table top.

Pudding Finger Painting

Materials: vanilla pudding, food coloring, paper, bowls

Directions: Mix pudding (children should be able to do this) and divide into the number of colors you want. Add food coloring to obtain desired color. Children can create designs of circles, triangles, flowers, dots, etc. with one finger or more. Use heavy paper if you want to keep the design.

Transparent Crayon Picture

Materials: paper (mimeo or newsprint), crayons, tape, small cloth, small amount of cooking oil

Directions: Participants can color their paper in any way desired - a picture, design, etc. After they are finished, wipe over the paper with the oil dampened cloth. The paper becomes transparent and the colors resemble stained glass.

Batik Without Hot Wax

Materials: flour or wheat paste, squeeze bottles, colored inks, cloth, iron

Directions: Mix flour (or wheat paste) and water together until it can be squeezed out of a plastic detergent bottle to make thick lines. Draw a design with the mixture and let it dry. Then paint over it with the colored inks. When finished, scrape off the lines and set the color with a warm iron.

V. SPECIAL EVENTS: FOOD AND PARTIES

Parties are great gathering times. It is a time for informal interaction, relaxation, and very often, snacks. Preparing and eating snacks develops cooking and etiquette skills. Special occasions including birthdays and holidays can be a stimulus for a party. Customary themes can be carried out in the form of coloring foods such as red for St. Valentine's Day, green for St. Patrick's Day or orange for Halloween, etc.

Snacks at break time can also be prepared with the students all working together. It is best to choose simple recipes that can easily be prepared and require few ingredients. Following are a few suggestions.

No Cook Candy Balls

1½ c. graham cracker crumbs
¼ c. sugar
½ t. cinnamon
½ t. nutmeg
½ c. peanut butter
½ c. corn syrup
powdered sugar or something to roll candy ball in
wax paper, tape

Mix all ingredients. Roll ingredients into a small ball, then roll them in powdered sugar (or any item to cover it - crushed nuts, granola, etc. may be used). A chocolate chip can be placed on top on each one. After ingredients are mixed, it is easiest to tape wax paper in front of each person so they can roll their own on it.

Peanut Butter Playdough

peanut butter
powdered milk
honey
optional: chocolate powder, raisins, cereal

Add honey to peanut butter in a proportion of 1:4 (4 times as much peanut butter as honey). Pour in a little powdered milk to reach playdough consistency. Distribute a small amount of dough to each person and encourage them to make shapes before eating it. Raisins, chocolate chips, etc. can be used to decorate the figures before consumption.

Smoothies

fruit

milk

ice cream or ice

Combine small amounts of fruit, milk, ice cream (or ice) into a blender. Turn blender on and off quickly to mix the ingredients.

VI. SPECIAL EVENTS: FIELD TRIPS

There are many places in the community appropriate for field trips. Degree of preparation ranges from no preparation, as in walking to a nearby store, to obtaining Handi-Van for physically disabled students.

The procedures for taking a group of disabled students on a field trip may include:

1. checking the destination for physical accessibility in advance; making alternative arrangements if accessibility is a problem
2. arranging special transportation services such as Handi-Van
3. arranging for additional staffing, if necessary
4. following regular excursion procedures (permission, fees if necessary, etc.)

Following are some suggestions:

- the zoo
- movies
- symphony concerts
- touring public facilities as the airport, legislature, etc.
- restaurants - this will promote good table manners
- stores - helpful to teach community awareness and some monetary skills
- sports events
- bowling alleys - bowling ramps may be used with children in wheelchairs
- plays
- special interest places
- picnics